

Questions regarding the 08-09 ITQ RFP
September 12, 2008
2nd set of questions

- 1. Does the Arts and Sciences partnership person need to be a co-PI or can she serve just as a presenter/consultant?**

The "partnership" requirement does not require three PIs. The PI can be from either the Education College or the Arts and Science college. If you would like to propose co-PIs, that is certainly allowable.

The proposal does need to make sure that it shows a true partnership between the Ed school, the arts and sciences college and the LEA, but PI status is not required.

- 2. I see that the 08 ITQ rfp includes a change in the way of evaluating the students. I am not clear how this evaluation can be done What are the tools for student evaluations? How does (if any) student performance link to the workshop provider? At best, you can link the teacher performance/attitude to the workshop. The correlation (if any) between the student performance and the workshop is difficult to measure since factors that affect student performance are many. How does one measure the effect of the workshop on the student performance if one can not isolate it? I think you are talking about a very expansive study here. In addition, physics is not the most popular topic. How does one find data for this subject or isolate the impact? Please provide some feedback if possible.**

The addition of the requirement of an examination of student achievement can be interpreted quite broadly. We want to ensure that impacts on student achievement are considered in creating the workshops funded through ITQ. Student achievement does not need to be the primary piece of your evaluation since the ITQ professional development workshops can directly impact teacher practice while student achievement is impacted indirectly by the workshops. The timeframe of the grant prevents a long term look at teachers' change in practice that produces change in student achievement. However, attention must be given to how teachers can improve student achievement using the information learned in the workshop. In terms of data to be used, data could range from student level test data if a strong partnership was created with the LEA and parental consent was gained to data collected from surveys of the teachers about their students' achievement. If the data available to you does not allow for stringent tests of impacts on student achievement, we ask only that you examine what impacts may be had.